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ABSTRACT

This publication provides materials to assist in Ohio's individual career plan (ICP) process in grades K-5. Suggestions are made related to delivery and role of a career development liaison. Focus is on 12 key topics: self awareness; self assessment; career information; exploration; academic planning; reduction of bias; future trends; employability skills; decision making and goal setting; community involvement; and economics. Each topic is defined and has one to three learner goals assigned to it. Following each learner goal are numerous indicators to further define the goal. In addition, activities are suggested to help students master the learner goals for each key topic. (YLB)

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Ohio's Career Development B·L·U·E·P·R·I·N·T

INDIVIDUAL CAREER PLAN

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The learner goals and indicators in this document include the National Career Development Guidelines developed by the National Occupational Information Coordinating Committee (NOICC). The competencies and indicators from the National Career Development Guidelines were adapted to fit the model of the twelve key topics used in Ohio.

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INTRODUCTION

In 1989, Ohio's State Board of Education was empowered by legislation in Senate Bill 140 to prepare a plan of action for accelerating the modernization of vocational education. This bill offered unique opportunities to improve vocational and career education's responsiveness to the challenges of the 1990's and beyond.

The resulting document, *Ohio's Future at Work*, outlined specific imperatives and goals that are key to the career development of students before entering the ninth grade. A focus on lifelong learning needs and the provision of career-focused education for all students are two primary imperatives for students.

Individual Career Plan

A crucial emphasis in *Ohio's Future at Work* is the development of an individual career plan (ICP) by students before they enter the ninth grade. The ICP is a learning process for students that actually begins in kindergarten and continues through the eighth grade, at which time students initiate an ICP document. The ICP process and document help students identify and explore their initial career goals. In their ICP document, eighth-grade students identify the educational plan needed to achieve those goals both at the secondary level and beyond. High school students have additional opportunities to explore and verify their educational and career goals and to formally review, revise, and add to their ICP document annually.

The elementary years are vital to the ICP process because skills are developed at this level to prepare students to make educational and tentative career decisions in the middle grades. In the elementary grades, an emphasis is placed on self-awareness, employability skills, decision making and goal setting, community involvement, economics, and the reduction of bias.

Twelve Key Topics

The following pages focus on twelve key **topics**. Each topic is defined and has one to three **learner goals** assigned to it. Following each learner goal are numerous **indicators** to further define the goal. Furthermore, **activities** are suggested to help students master the learner goals for each key topic.

Delivery

Each elementary building should have a career development liaison. This person meets regularly with the career coordinator for the Vocation Education Planning District (VEPD) and fulfills responsibilities as assigned to ensure that the teachers in that elementary building implement career activities.

One method of delivering career activities is through career events that may or may not be part of a specific curriculum. Most of the activities listed on the following pages are career events. Another method of delivering career activities is through *infusion*. To infuse, a teacher matches an objective in any curriculum area to a career objective. More information on infusion can be obtained from the VEPD career coordinator or the building liaison. Infusion activities are appropriate for mastery of the learner goals.

Parental involvement is an important factor in students' mastery of the learner goals. Activities that facilitate parental involvement have been starred (*) on the following pages.

Other issues that are key to the successful completion of the ICP process are school linkages to the community outside the school and staff development for implementation of career development activities.

SELF-AWARENESS

Structured means by which students gain knowledge of, understand, and express themselves

Learner Goal 1: Gain knowledge of the importance of self-concept.

Indicators

Describe positive characteristics about self as seen by self and others.
Identify how behaviors affect school and family situations.
Describe how one's behavior influences the feelings and actions of others.
Demonstrate a positive attitude about self.
Identify personal interests, abilities, strengths, and weaknesses.
Describe ways to meet personal needs through work.
Describe how self-esteem can be controlled by the individual.

Learner Goal 2: Develop skills to interact with others.

Indicators

Identify how people are unique.
Demonstrate effective skills for interacting with others.
Demonstrate skills in resolving conflicts with peers and adults.
Demonstrate group membership skills.
Identify sources and effects of peer pressure.
Demonstrate appropriate behaviors for when peer pressures are contrary to one's beliefs.
Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

Learner Goal 3: Gain awareness of the importance of growth and change.

Indicators

Identify personal feelings.
Identify ways to express feelings.
Describe causes of stress.
Identify and select appropriate behaviors to deal with specific emotional situations.
Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
Demonstrate knowledge of good health habits.

Suggested Activities:

- *Infusion of activities into current curriculum*
- *Creative writing*
- *Informal interest and/or values inventories*
- *'Special persons' luncheons**
- *Family genealogies, including 'career trees'**
- *'Show and tell' activities*
- *Classroom-to-classroom partners*
- *Journals*
- *'All About Me' booklets*
- *Student of the week and/or month*
- *Interviews with significant others**
- *Talent and/or hobby demonstrations*
- *Peer tutoring*
- *Penpals*

**This and other starred activities facilitate parental involvement.*

E3

SELF-ASSESSMENT

Formal and informal methods that enable students to measure and interpret achievements, aptitudes, interests, and personality

Learner Goal 1: Gain awareness of individual achievements, interests, and personality.

Indicators

Identify personal interests and achievements.
Describe personal personality traits.
Describe influences that may impact the development of interests and achievement.

Learner Goal 2: Gain awareness of assessment interpretation as applied to oneself.

Indicators

Describe oneself in terms of interests and achievements.
Relate personal interests and achievements to broad occupational areas.

Suggested Activities:

- *Informal and formal assessment instruments*
- *Follow-up interpretation activities that include parental involvement, individual and/or small group interaction, and class discussion**

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CAREER INFORMATION

Current and specific data concerning the world of work

Learner Goal: Develop skills to understand and use career information.

Indicators

Describe the work of family members, school personnel, and community workers.
Identify occupations according to data, people, and things.
Identify work activities of interest to the student.
Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
Describe jobs that are present in the local community.
Identify the working conditions of occupations (for example: inside and/or outside, hazards).
Describe ways in which self-employment differs from working for others.
Describe how parents, relatives, adult friends, and neighbors can provide career information.

Suggested Activities:

- *Infusion of activities into current curriculum*
- *Resource speakers**
- *Career study trips*
- *Correspondence with workers relating academic skills to jobs*
- *Interviews with workers*
- *Use of publications and media resources*
- *Career reports and/or projects**
- *Career days including Vehicle Day, Hat Day, Hobby Day, Dress-Up Day, and vocational table-tops**
- *Career camps*
- *Work simulations, including Young Authors*
- *Classroom and/or school jobs*
- *Job treasure chest (collection of items that parents make at work)**

EXPLORATION

Experiential opportunities to explore career options related to one's choice

Learner Goal 1: Gain awareness of broad occupational areas.

Indicators
Identify workers in various settings.
Describe common characteristics of workers in career clusters.

Learner Goal 2: Experience the process of exploring careers.

Indicators
Describe characteristics of workers observed at job sites.
Describe personal interests related to jobs observed.
Relate information gained from job exploration experiences.

Suggested Activities:

- *Career study trips*
- *Job shadowing with parent or significant adult**
- *Vicarious explorations through audiovisual media*
- *Partnerships*

ACADEMIC PLANNING

The process by which one uses all information to relate educational choices to future career goals

Learner Goal 1: Gain awareness of the benefits of educational achievement.

Indicators

Describe how academic skills can be used in the home and community.
Identify personal strengths and weaknesses in school subjects.
Identify academic skills needed in several occupational groups.
Describe relationship between ability, effort, and achievement.
Implement a plan of action for improving academic skills.
Describe school tasks that are similar to the skills essential for job success.
Describe how the amount of education needed for different occupational levels varies.

Learner Goal 2: Gain awareness of the career planning process.

Indicators

Describe the importance of planning.
Describe skills needed in a variety of occupational groups.

Suggested Activities:

- *Infusion of activities into the current curriculum*
- *Parent conferences to review student academic and employability skills, strengths, and weaknesses**
- *Career study trips to educational facilities*
- *Resource speakers emphasizing the relationship of academic skills to work*
- *Elementary ICP folders*

REDUCTION OF BIAS

An expansion of individual career choices, based on personal interests and abilities and not limited by sex, race, ethnicity, age, or handicap

Learner Goal 1: Gain awareness of different occupations and changing male and female roles.

Indicators

Describe how work is important to all people.
Describe the changing life roles of men and women in work and the family.
Describe how contributions of individuals, made both inside and outside the home, are important.

Learner Goal 2: Gain awareness of what constitutes equal career opportunities for all individuals regardless of race, ethnic background, and/or handicapping condition.

Indicators

Describe the value and dignity of all work.
Identify the terms *race, ethnic background, handicap, stereotype, age discrimination,* and *sex discrimination.*
Identify role models who have overcome stereotyping and/or discrimination.
Describe the importance of equal career opportunities for all.

Suggested Activities:

- *Infusion of activities into all curricula*
- *Identification of stereotypes in print materials*
- *Identification of stereotypes in media*
- *Nontraditional speakers to serve as exemplary role models (including parental role)**
- *Attitude inventories*
- *Use of children's literature with nonstereotyped themes*
- *Parent workshops**
- *Discussion of methods to change stereotypes*

FUTURE TRENDS

Information related to social, economic, and technological changes and to the individual's need to adapt to those changes

Learner Goal: Gain awareness of the importance of adapting to change.

Indicators

Identify occupational changes that have occurred in the past, and forecast future changes.
Identify personal situations that require flexibility.
Relate the importance of learning as a skill for life.
Describe how decisions made today directly influence the future.

Suggested Activities:

- *Infusion of activities into all curriculum areas*
- *'Then and Now' bulletin boards*
- *Use of science fiction*
- *Role-playing*
- *Use of 'think-tank' and total quality management groups*
- *Invention conventions*
- *Odyssey of the Mind*
- *Time lines*
- *Identification of career ladders*

EMPLOYABILITY SKILLS

Those work behaviors, abilities, and attitudes necessary to obtain, maintain, and advance in employment

Learner Goal 1: Gain awareness of the relationship between work and learning.

Indicators

Identify different types of work, both paid and unpaid.
Describe the importance of preparing for occupations.
Demonstrate effective study and information-seeking habits.
Demonstrate an understanding of the importance of practice, effort, and learning.
Describe how current learning relates to work.
Describe how one's role as a student is like that of an adult worker.

Learner Goal 2: Gain awareness of the importance of personal responsibility and good work habits.

Indicators

Describe how personal qualities (such as dependability, promptness, ability to get along with others) are important to getting and keeping a job.
Demonstrate positive ways of performing work activities.
Describe the importance of cooperation between workers to accomplish a task.
Demonstrate the ability to work with people who are different from oneself (for example: in race, age, gender).

Suggested Activities:

- *Infusion of activities into all curriculum areas*
- *Simulation of job-seeking process for school and/or classroom jobs, including resumes and applications*
- *Work simulations to create products cooperatively*
- *Odyssey of the Mind*
- *Resource speakers highlighting work habits and attitudes**
- *Posters advertising appropriate work habits and attitudes*
- *Parental assessment of students' work habits and attitudes**
- *Work habit and attitude inventories*

DECISION-MAKING AND GOAL SETTING

The process of developing plans specific to a determined outcome

Learner Goal 1: Understand how to make decisions and establish goals.

Indicators

Describe how choices are made.
Describe what can be learned from making mistakes.
Identify and assess problems that interfere with attaining goals.
Identify strategies used in solving problems.
Identify alternatives in decision-making situations.
Describe how personal beliefs and attitudes affect decision-making.
Describe how decisions affect self and others.
Identify, give examples of, and establish both short-term and long-term goals.
Identify methods to evaluate decisions and goals.

Suggested Activities:

- *Infusion of activities into all curriculum areas*
- *Classroom group decisions*
- *Identification of decision-making processes*
- *Commercial instructional resources*
- *Parent-and-child workshop on decision-making and responsibility**

COMMUNITY INVOLVEMENT

School-based activities that encourage responsibility to and citizenship within the community

Learner Goal 1: Gain awareness of the importance of involvement in the community.

Indicators

Describe the personal benefits of community service.
Describe how the community benefits from volunteerism.
Identify a specific community need and ways that volunteers can meet that need.
Describe how skills developed by volunteering relate to paid work skills.

Learner Goal 2: Gain awareness of the range of opportunities available for community service.

Indicators

Identify specific community volunteers.
Identify student volunteer activities.

Suggested Activities:

- *Role models visiting classrooms*
- *Classrooms visiting agencies and other community services*
- *Student-initiated service projects*
- *Teacher-initiated service projects*
- *Partnerships*

ECONOMICS

Information relating income, work, and economic concepts to individual career choice and money management

Learner Goal 1: Gain awareness of the relationship of money management skills to lifestyle.

Indicators

Identify strategies for managing resources (for example: talents, time, money) to achieve goals.
Demonstrate the ability to manage personal resources in the classroom.
Identify the opportunity costs of any decision.

Learner Goal 2: Gain awareness of how work relates to the needs and functions of society.

Indicators

Describe how work can satisfy personal needs.
Describe the products and services of local employers.
Describe ways in which work can help overcome social and economic problems.

Learner Goal 3: Gain awareness of the interrelationship of life roles.

Indicators

Describe the various roles that an individual may have (for example: friend, student, worker, family member).
Describe work-related activities in the home, community, and school.
Describe how family members depend on one another, work together, and share responsibilities.
Describe how one's work role complements one's family role.

Suggested Activities:

- *Infusion of activities into all curriculum areas*
- *Identification of needs and wants**
- *Money-spending strategies*
- *Real or simulated savings or checking accounts**
- *Mini-societies and/or token economies*
- *Partnerships with financial institutions*
- *Classroom corporations*
- *Cost-comparison activities*

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